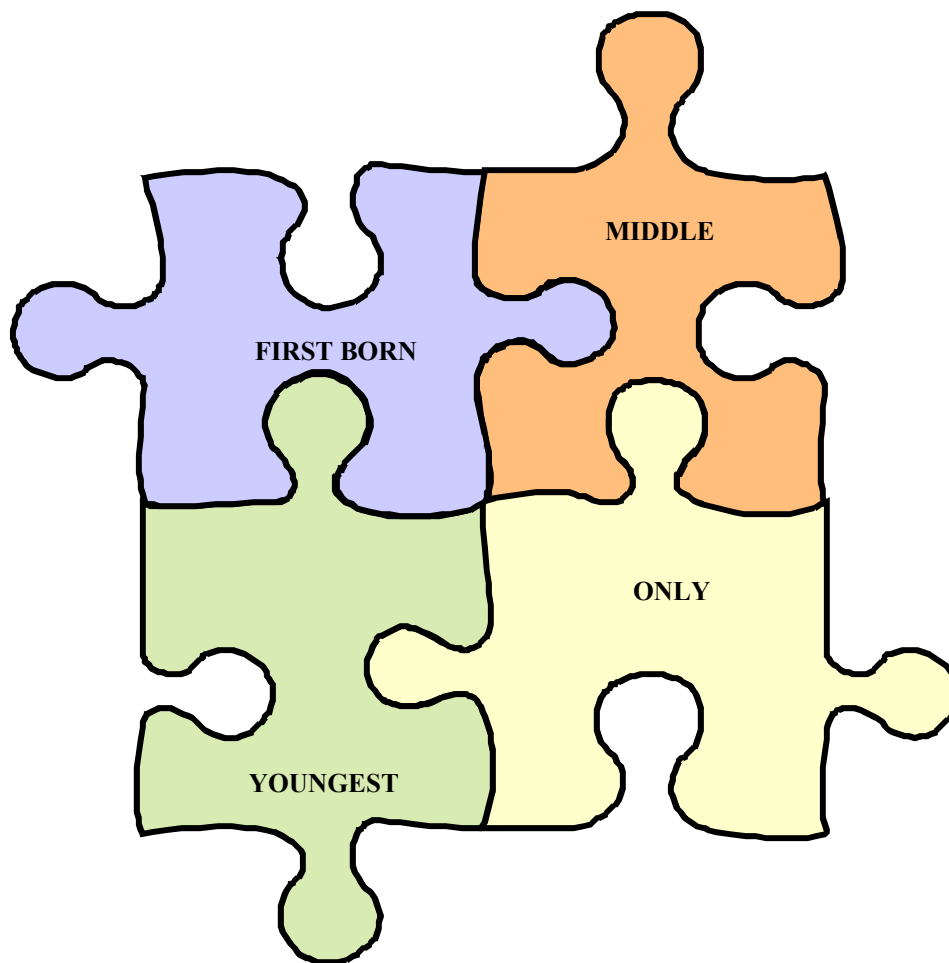


# Puzzling Over Birth Order



## Birth Order Project

Developed by Barb Satter  
2003

**TITLE**

“Puzzling Over Birth Order”

**GRADE LEVEL**

Grades 7 – 12

**PRODUCTS**

Computer Charts

Brochure

Newspaper article

**DRIVING QUESTION**

How does birth order affect our relationships?

**COMPREHENSIVE STANDARD** (Family and Consumer Sciences)

2.1 *Analyze principles of human growth and development across the life span.*

2.1.3 Examine the influences of personality, temperament and experience on learning and development.

**FACS CONTENT KNOWLEDGE**

Birth order, personality, relationships

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**ACADEMIC SKILLS**

SD Communications *Language Arts Standards* (9-12)

Goal 1.4.c: compile and synthesize information to make reasonable and informed decisions.

Goal 2.4.a: write to clarify thinking and what is know about various topics.

Goal 2.1.b: use varied, extensive vocabulary and accurate spelling in written work.

Goal 3.3.a: analyze and evaluate visual information for relevancy and usefulness

Goal 3.3.c: use organizing and categorizing strategies to recall visual information

Goal 4.1.b: deliver information in a logical, organize, and coherent manner

SD Communications *Mathematics* (9-12)

Goal 6.1.c: support conclusions and make decisions based on graphic models of data

**PROCESS OUTCOMES:**

Foundation Skills: *Basic Skills*: reading and writing

*Thinking Skills*: Decision Making

*Personal Qualities*: Individual Responsibility, sociability

Competencies: *Information*: Interpret Information; Use a computer to process information

*Interpersonal*: Teaches others, exercises leadership

## **PLANNING TIMELINE**

- Day 1: .Do a class survey and find out what place in the family birth order each student holds. Place students into four groups: the oldest, the middle children, the youngest and only child. Each group discusses the advantages or disadvantages of these positions and then presents this to the whole class.
- Day 2: Research characteristics of the four groups. Find out if the advantages and disadvantages discussed on day one are backed by research. Look for these additional factors: how relationships are affected; positive characteristics, negative characteristics; effects on relationships; famous people, career choices, discrepancies in your research, other interesting facts. Research will be used to create brochure.
- Day 3: Each group will chart one high school class and one organization as to the number of students that fall into each of the four groups and make computer graphs to post the results in the hallway.
- Days 4 and 5: Create a brochure that incorporates researched material.
- Day 6: Write a news article for the paper.

## **INSTRUCTIONAL SUPPORT**

Need to utilize the computer lab for research.

## **PROJECT GUIDELINES**

- Look over the scoring rubrics to see what is expected.
- Work within your group and divide up responsibilities.
- Research your group's birth order characteristics.
- Prepare and post graphs showing the breakdown of assigned class and organization.
- Prepare a brochure containing your groups research. Include sources used.
- Prepare a newspaper article.

## **ASSESSMENTS**

Brochure Rubric  
Individual Rubric  
Group Evaluation

## **RESOURCES**

<http://pbskids.org/itsmylife/family/>  
<http://www.relationships911.org/cgi-bin/links/jump.cgi?ID=3970>  
<http://familyfun.go.com/raisingkids/child/dev/feature/kids78order/kids78order.html>  
[http://il.essortment.com/birthordersibl\\_rbay.htm](http://il.essortment.com/birthordersibl_rbay.htm)  
<http://www.birthorderplus.com/newsletters/Nov2002.html>  
[http://www.encouragingleadership.com/Birth\\_Order.htm](http://www.encouragingleadership.com/Birth_Order.htm)  
<http://www.ancestry.com/library/view/columns/george/2453.asp>  
<http://archive.nandotimes.com/links/nandonext/volume5/birth.html>  
<http://www.acs.ohio-state.edu/researchnews/archive/birthwrk.htm>  
[http://www.wholefamily.com/family\\_room/under\\_sherri\\_hat/birth\\_order.html](http://www.wholefamily.com/family_room/under_sherri_hat/birth_order.html)  
[http://www.kent.k12.wa.us/curriculum/tech/K6/3/puget\\_sound/evaluation.htm](http://www.kent.k12.wa.us/curriculum/tech/K6/3/puget_sound/evaluation.htm)

## Project Guidelines

1. Look over the scoring rubrics to see what is expected.
2. Work within your group and divide up responsibilities.
3. Research your group's birth order characteristics.
  - Find out if the advantages and disadvantages discussed on day one are backed by research.
  - Look for these other factors as well: how relationships are affected; positive characteristics, negative characteristics; effects on relationships; famous people, career choices, discrepancies in your research, other interesting facts.
  - Research will be used to create a brochure.
4. Prepare and post graphs showing the breakdown of assigned class and organization.

Your group will chart one high school class and one organization as to the number of students that fall into each of the four groups and make computer graphs to post the results in the hallway.
5. Prepare a brochure containing your group's research. Include sources used.
6. Prepare a newspaper article containing information found by your group. Include items needed in a well-written article. The entire class will consolidate all the information into one concise article.
  - Who
  - What
  - Where
  - Why
  - When
  - How

## Group Evaluation Form

Group Member: \_\_\_\_\_

This form will be used by your teacher to help in evaluating your group's Birth Order Project.

One of the best things about our brochure was:

One thing I think we could have done better in our brochure was:

Next time I work with a group, I will:

A special strength I brought to my group was:

Write the names of all group members. Next to each name, please rate each group members' level of participation (including yourself).

1=not enough, 2=fair, 3= worked very hard

|       |       |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

Our grade for our brochure should be \_\_\_\_\_ because:

## Brochure Rubric

Name(s) \_\_\_\_\_

| CATEGORY                                 | (20) Excellent   | (15) Good   | (10) Almost  | (5) Not Yet   |
|--|--|---|--|---|
| <b>Attractiveness &amp; Organization</b> | The brochure has exceptionally attractive formatting and well-organized information.   | The brochure has attractive formatting and well-organized information.  | The brochure has well-organized information.   | The brochure's formatting and organization of material are confusing to the reader. |
| <b>Content - Accuracy</b>                | All facts in the brochure are accurate.  | The brochure is 90% accurate.   | The brochure is 80% accurate.  | The brochure is less than 80% accurate.   |
| <b>Mechanics and Spelling</b>            | All of the writing is done in complete sentences. Capitalization, spelling, and punctuation are correct throughout the brochure. | Most of the writing is done in complete sentences. Most of the capitalization and punctuation are correct throughout the brochure. Three or fewer misspelled words. | Some of the writing is done in complete sentences. Some of the capitalization and punctuation are correct throughout the brochure. More than three misspelled words. | Incomplete sentences and several spelling errors.                                   |
| <b>Graphics/Pictures</b>                 | The graphics go well with the text and there is a good mix of text and graphics.   | The graphics go well with the text, but there are so many that they distract from the text.   | The graphics go well with the text, but there are too few.   | The graphics do not go with the accompanying text or appear to be randomly chosen.  |
| <b>Sources</b>                           | There are many citations from a variety of sources accurately listed on the brochure.  | There are some citations from a variety of sources accurately listed on the brochure.   | There are a few citations accurately listed on the brochure.   | Incomplete citations are listed on the brochure.                                    |

100 Possible Points

Score \_\_\_\_\_

Grade \_\_\_\_\_

## Individual Project Rubric

Name \_\_\_\_\_

| CATEGORY                         | (20) Excellent   | (15) Good  | (10) Almost  | (5) Not Yet  |
|----------------------------------|--|--|--|--|
| <b>Time-management</b>           | The student routinely used time well throughout the project to ensure things got done by the due date. The group did not need extra time because of this person.       | The student usually used time well throughout the project to ensure things got done by the due date. The group did not need extra time because of this person. | The student did not routinely use time well throughout the project to ensure things got done by the due date. The group needed a little extra time because of this person. | The student rarely used time well throughout the project to ensure things got done by the due date. The group needed extra time because of this person.    |
| <b>Contributions</b>             | The student routinely provided useful ideas when participating in the group and in classroom discussion. He/she was a definite leader who contributed a lot of effort. | The student usually provided useful ideas when participating in the group and in classroom discussion. He/she was strong group member who tried hard!          | The student sometimes provided useful ideas when participating in the group and in classroom discussion. He/she was a satisfactory group member.                           | The student rarely provided useful ideas when participating in the group and in classroom discussion. He/she may have refused to participate at times.     |
| <b>Attitude</b>                  | The student was never publicly critical of the project or the work of others. He/she always had a positive attitude about the task(s).                                 | The student was rarely publicly critical of the project or the work of others. He/she usually had a positive attitude about the task(s).                       | The student was occasionally publicly critical of the project or the work of other members of the group. He/she occasionally had a positive attitude about the task(s).    | The student was often publicly critical of the project or the work of other members of the group. He/she rarely had a positive attitude about the task(s). |
| <b>Organization of Materials</b> | The student's notes and information were kept in a folder and were neat and organized.   | The student's notes and information were kept in a folder and were somewhat neat and organized.  | The student's notes and information were kept in a folder but were not neat and organized.   | The student's notes and information were not all kept in a folder and therefore they were disorganized or lost.  |
| <b>Knowledge Gained</b>          | The student can accurately answer all questions related to facts in the brochure.  | The student can accurately answer most questions related to facts in the brochure.   | The student can accurately answer some questions related to facts in the brochure.   | The student appears to have little knowledge about the facts used in the brochure.   |

Total Possible Points 100

Your Score \_\_\_\_\_

Your Grade \_\_\_\_\_